

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Community Concerns Yesterday, Today, and Tomorrow

Practical Problem

What should be done about recurring community concerns?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia.

Family, Career, and Community Leaders of America, Inc., *STAR Events, Planning Process, Community Service Project*, Reston, VA 2002, FCCLA, Inc.

Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit, Ohio State University, 1996. Vocational Instructional Materials Laboratory

Background Information for this Lesson

Career and Family Leadership, Content Module 5

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

F.1 Identify recurring community concerns impacting families (Application)

Missouri Show-Me Goals/Standards Addressed

2.1 Plan and make written, oral and visual presentations for a variety of purposes and audiences

1.1 Develop questions and ideas to initiate and refine research

3.2 Develop and apply strategies based on ways others have prevented or solved problems

National Family and Consumer Sciences Standards Addressed

6.2.2 Examine the impact of cultural diversity on individuals and families

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. List community concerns. (Knowledge)
2. Examine five community concerns and propose solutions. (Analysis)

3. Write a summary of three recurring community concerns between multiple generations. (Comprehension)
4. Develop a product to represent research on a community concern impacting families. (Application)
5. Plan and carry out a project to assist a local and/or community concern impacting families and evaluate the projects effectiveness. (Application)

Instructional Strategies

1. List community concerns. (Knowledge)

As a part of this lesson, you will be assessed on your thinking skills. Use the “Habits of Mind Observation Assessment”, pp. 83, (*Alternative Assessments*)

Make a list on the board of community concerns that impact families.

Use local and national newspapers to make a list of issues in the community and nation that are impacting the family. Compare the two lists.

Questions for Discussion/Formative Assessment

1. *What do you see as you compare the two lists?*
 2. *Which concerns that you identified from the newspapers would you add to your original list? Why?*
 3. *How is your family affected by these concerns?*
 4. *How well did you listen to responses of other and paraphrase their thoughts?*
2. Examine five community concerns and propose solutions. (Analysis)
You have been given five community concerns from the class list. Complete a T-chart labeled what is? And what should be? (Communication, Critical Thinking)

What is:	What should be:
City Park is full of trash	Organize groups to pick up trash each week
Skateboarders need space	Build a skateboarding arena Open up the courthouse sidewalks from 5-9 PM

Questions for Discussion/Formative Assessment

1. *What items on your chart are already the way you think they should be? Why or Why not?*
2. *What items directly affect you? Your family?*
3. *How did you demonstrate that you are an independent thinker, and do not “follow the crowd”?*

Think: Propose possible solutions to items you feel need to be changed. Pair: Share your list with one other person. Keep good eye contact and rephrase what the other person said to indicate that you are listening. Share: Partner reports on one item to class. (Critical Thinking, Communication, Leadership, Problem Solving)

Questions for Discussion/Formative Assessment

1. *How difficult was it to identify possible solutions?*
2. *How did you use critical thinking as you worked to identify solutions?*
3. *How did maintaining eye contact and rephrasing help with communicating your thoughts?*

4. *What leadership skills did you use to identify the report that you shared with the class?*
 5. *What parts of the problem solving process did you use to come up with possible solutions to concerns that you feel need to be changed?*
 6. *What did you do to demonstrate mental flexibility, to show that you are willing to try different approaches and strategies for problem solving?*
3. Write a summary of three recurring community concerns between multiple generations. (Comprehension)
- Ask your parents to share community concerns that impact families. Make a list of their concerns. Share the list with the class. Make a class list that includes concerns from all parents.

Compare the parents' list with the list that the class made in Instructional Strategy #1.

Questions for Discussion/Formative Assessment

1. *What do you see that is similar/different?*
2. *Why do you think that the concerns are not all the same?*
3. *How does your list reflect that you have listened to the responses of others?*

Invite an elderly person to speak to the class on community life and challenges that have impacted families over that person's lifetime. Compare the original class list, the parents list, and the speaker's comments.

Write a summary of three recurring community concerns. Get your concerns from the original class list, the parent list and the speaker's presentation and interaction. Explain how there are similarities and differences for today's families. (Communication, Critical Thinking)

Questions for Discussion/Formative Assessment

1. *How does summarizing your concerns in writing help clarify your thoughts about the concerns?*
2. *Why do you think that these concerns keep recurring?*
3. *Are these concerns practical or perennial problems? Why?*
4. *What did you do to help you stay on task and to complete the assignment with out constant supervision?*

4. Develop a product to represent research on a community concern impacting families. (Application)
- Research a topic (approved as relate to community concerns that impact families) using the Internet, library and local resources. Use "SEARCH for Solutions", p. 175 (*Career and Family Leadership*) to help organize the information. Create a presentation to reflect what the problem is, who it affects, why it is a concern, and possible solutions to the problem.

Your product may be a written report, a poster, or a PowerPoint presentation. Assess your product by using: "Illustrated Talk" (*FCCLA STAR Event*) for a poster, or "Videotape Assessment" p. 111, (*Alternative Assessment*). The "Videotape Assessment will need to be altered slightly to meet the needs of a PowerPoint presentation. (Technology, Communication, Problem Solving, Critical Thinking)

Questions for Discussion/Formative Assessment

1. *How did you select your concern/problem?*

2. *In what ways was the “SEARCH for Solutions” helpful in organizing the information?*
3. *What did you do as you worked on your product that indicates that you are unafraid to take risks and are willing to try new things even though they may be difficult?*
5. Plan and carry out a project to assist a local and/or community concern impacting families and evaluate the projects effectiveness. (Application)

Identify one community concern impacting families in your town (use the concern researched in Instructional Strategy #4) to plan and carry out a project that will help solve that concern.

Examples:

- Create a brochure/training material to assist with nutrition education.
- Locate a food bank and volunteer to collect food and work at the center for an afternoon.
- Visit a senior citizens center and reconnect with the elderly generation.
- Organize a cultural evening at your school.

Use the “*FCCLA Planning Process*”, p. 178 (*Career and Family Leadership*) to organize the project. Complete the “*FCCLA Community Service*” application for recognition sheet to help assess the success of your project. (Leadership, Communication, Problem Solving, Critical Thinking)

Questions for Discussion/Formative Assessment

1. *What did you learn about the problem you selected as you worked to develop your project?*
2. *What are you especially pleased with that is a result of your project?*
3. *How would you change your project if you could do the project again?*
4. *How did this project benefit your family? Your community? You?*
5. *How did you work cooperatively as well as independently in solving the problem?*

Assessments

Paper/Pencil:

1. List local and national concerns that impact families. (Knowledge)
2. Summarize in a written paper, three recurring community concerns. (Comprehension)

Classroom Experiences:

1. Teacher: Utilize “Habits of Mind Observation Assessment” to assess thinking skills throughout the lesson. (Application)
2. Develop a T-chart of community concerns and possible solutions. (Application)
3. Develop a product that illustrates research and possible solutions to a community problem. Assess your product by using: “Illustrated Talk” (*FCCLA STAR Event*) for a poster, or “Videotape Assessment” p. 111, (*Alternative Assessment*). The “Videotape Assessment” will need to be altered slightly to meet the needs of a PowerPoint presentation. (Technology, Communication, Problem Solving, Critical Thinking)

Application to Real Life:

1. Utilize the “*FCCLA Planning Process*” to plan and organize a project that addresses a community concern. Complete the *FCCLA Community Service Application* for Recognition to assess this project.